

# Michigan Merit Personal Curriculum Pathways to Student Success



## Scenario 1 – General Education Student

Jane, a general education student, did not successfully complete Algebra I in her freshman year due to a prolonged illness. Her school intends to design a class that will meet the needs of students struggling with a variety of mathematics subjects.

This class will be accompanied by a support class where students can practice the skills they learned in their mathematics class or work with a tutor on material they are struggling to understand.

This support class also will be available as Jane continues with Geometry in her junior year. By the end of her junior year, Jane will have earned three of the state credits she needs toward graduation. The support class will count as her fourth math or math-related credit.

In her senior year, Jane will have the option of completing all of Algebra II, or Jane and her mother could request a personal curriculum to modify Algebra II and take a  $\frac{1}{2}$  credit of Algebra II. The other  $\frac{1}{2}$  credit she will earn in a computer class that her district has approved as a mathematics-related course.

### Flexible Learning Options:

- Core classes designed to allow struggling learners to be able to use multiple ways to access the content, including use of technology, rich tasks, and a coherent and relevant curriculum.
- Support class counts as the fourth mathematics credit.
- Option to request a personal curriculum to reduce Algebra II to  $\frac{1}{2}$  credit.

## Scenario 2 – Student With a Disability

John is a student with severe Dyslexia, a learning disability that affects primarily written language, particularly reading and spelling which impacts his ability to learn math. John receives special education services in all areas of the curriculum affected by his disability including math. While in elementary and middle school, John received instructional support for math in a resource classroom.

In middle school, John completed his Education Development Plan (EDP) which identified his interest in an auto related field working in conjunction with the school counselor and special education staff. John's father works as an automobile technician at the local dealership.

Following consultation with the special education consultant and school counselor during the 8th grade year, John's mother requested a Personal Curriculum (PC) to be in place when he enters high school. The purpose of the PC is to document modifications to the High School content requirements. A PC team was formed which included John's mother, school counselor, a special education consultant, a high school math teacher, and school psychologist.

The team identified the specific Michigan Merit Curriculum content expectations necessary for John to achieve his Educational Development Plan and career goals consistent with his learning ability. This information formed the basis of the modifications included in John's Personal Curriculum.

Successful completion of the content expectations documented in the PC would meet the Michigan Merit requirements for a high school diploma and will ensure John does well on the Michigan Merit Exam.

### **Flexible Learning Options:**

- In 9th grade, John will learn Pre-Algebra in a classroom that is co-taught by a general education math teacher and a special education teacher.

John will need to learn the content expectations outlined in his PC to earn credit. His PC expectations will be reviewed by his PC Team on an annual basis.

John also will take a year-long Pre-Algebra concepts class which can count as his fourth math or math related credit. The fourth math credit can be awarded during any high school year, however John still will need to take a math credit in his final year of high school.

- In 10th grade, John will take Geometry in a general education class. He will receive additional support in a resource room and, if needed, also will receive an individual tutor.
- In 11th and 12th grade, John will enter a Career and Technical Education program. Using the state's CTE crosswalk the district will identify the high school math content expectations taught within John's CTE classes that ensure John's remaining math expectations, as outlined in his PC, are met.
- If John successfully meets the expectations documented in his PC, John will receive a diploma.
- As a student with an IEP, John can access educational services until the age of 26. Should he choose to complete his graduation requirements during a fifth year of high school, the district can apply for a waiver and be counted as an on time graduate.

### Scenario 3 – Student Not Needing Personal Curriculum

Jack is a general education student who wants to become an aircraft mechanic. He takes Algebra I in his freshman year and Geometry in his sophomore year.

His district has designed an Algebra II course where the Algebra portion is taught in one year and the statistics portion is taught in the next year. This does not require a PC.

Since there is a lot of wiring in aircraft, Jack has decided to enroll in a Career and Technical Education (CTE) program that focuses on electronics. The district has determined this program meets the fourth mathematics credit.

#### **Flexible Learning Options:**

- Algebra II over 2 years for one credit.
- CTE program for the fourth mathematics credit.